



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3: January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS
Address City ZIP Phone
Primary Contact Email Phone
Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name

Title

Email

Phone

Signature

Dr. Maria Rodriguez-Casas

Date

11/10/18

Grant Writer Name

Signature

Date

☐ Grant writer is an employee of the applicant organization.

☐ Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
According to the 2018 Texas Career Check, Elementary school teachers are the 2nd highest occupation within the region.	Will recruit students for Education & Training dual-enrollment courses. Students will be advised of the benefits of pursuing a career in education, including average pay rate, employment availability, etc. Additionally, the district will continue their membership with FCCLA & have participants attend the annual conference.
Only 15% of the district teachers have a Masters Degree, in comparison to the State's average of 23.6%.	Will identify and recruit two teachers (max number allowed per high school) to obtain their Masters Degree for the purpose of providing students Education and Training dual-enrollment courses.
The district has a high percentage (15%) of paras/aides/subs that are employed with the district. This is 5.4% more than the state's average of 9.6%.	Will identify and recruit 8 paraprofessionals, instructional aides, and substitute teachers to obtain their Bachelor's Degree and/or Teaching Certification, in an effort to increase the size of the teacher workforce.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

GOAL: Two teachers will receive their Masters Degree and will facilitate student recruitment into the education field. Student recruitment will be facilitated when teachers demonstrate opportunities available during Education and Training courses. In addition, 8 paras, aides, and subs will receive their Bachelors Degree and Teacher Certification to help address the growing student population. This goal addresses all the SMART elements, to include: Specific – (What) Teacher pathways established to promote growth; and (Why) Increase entry of qualified/diverse candidates into the teaching profession; Measurable – Number of degrees/certifications received; Achievable – Teachers selected are motivated and committed to the district; Relevant – The shortage of teachers in the targeted area has been illustrated; and Timely – by May 31, 2021.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

In developing the benchmarks that will be utilized to measure the progress towards meeting the SMART goal, the district created a timeline of events that would identify the stage of the program during each quarter. Based on timeline, during the initial period (January-May 2019) of the grant, teachers and paras/aides/subs will have been identified and will be enrolled to begin their first courses at the partnering university. Furthermore, students will have been informed of the Education and Training courses, which will be available the 2019-2020 school year. The benchmarks will consist of the following:

- A minimum of 2 teachers will be enrolled in courses to receive their Master's in Education, to include their demographics;
- A minimum of 8 paras/aides/subs will be enrolled in courses to receive their Bachelor's Degree and Teacher Certification;
- A minimum of 2 teachers and a principal and counselor will participate in an initial TEA Teacher Institute; and
- A minimum of 100 students will be enrolled in Education and Training courses.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

During the second-quarter of the program (June 2019-December 2019), the first group of educators should have completed their first set of courses and will be enrolled in their second set of courses. Furthermore, students should have received their mid-year progress reports. Therefore, the following benchmarks have been established to measure progress:

Both teachers will have passed their first set of courses with a minimum of a C or above;

A minimum of 6 paras/aids/subs will have passed their first set of courses with a minimum of a C or above; and

A minimum of 80 students will have passed their Education and Training courses.

Since the high school already has their FCCLA established, the following benchmark was created:

A minimum of 30 members will attend an annual conference and competed in an annual academic event.

Third-Quarter Benchmark

Benchmarks to be used to measure the program's 3rd Quarter progress (January 2020-June 2020) include the following & more:

Both will have passed their second set of courses with a minimum of a C or above;

Both teachers will have received their Master's in Education;

A minimum of 6 paras/aids/subs will have passed their second set of courses with a minimum of a C or above;

A minimum of 6 paras/aids/subs will have receive both their teachers ' certification and Bachelors Degree;

A minimum of 75 students will have passed their Education and Training dual-enrollment courses;

A minimum of 10 additional students will become members of the FCCLA; and

A minimum of 15 members will attend an annual conference and competed in an annual academic event.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Describe how you will use project evaluation data to determine when and how to modify your program: The district will collect data on a regular basis. Student taking part in the Educational and Training courses will have their academic data submitted to the Program Director as it becomes available. This will include 6-week report cards. Instructional staff that are obtaining a degree or Teacher Certification will be required to submit printouts of their course grades from the university ' s blackboard gradebook. Additionally, sign-in sheets will be collected from the district ' s FCCLA which will be utilized to monitor participants attendance.

This data will be assembled into progress reports which will be reviewed by the stakeholders. These reports will help the stakeholders to determine the following:

Is the campus on target to meet their identified benchmarks?

Which benchmarks are at risk of not being met?

What obstacles are putting the program at-risk?

What solutions can be implemented to address the obstacles?

If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability: If it is determined that the benchmarks that were listed cannot be met, the stakeholders will discuss modifications that need to be made to the program. Examples of changes to the program may include:

Not enough teachers are interested in obtaining their Masters in Education;

Not enough students are enrolling in the Education and Training courses; and/or

Not enough paras/aides/subs are interested in obtaining their Bachelors Degree and Teacher Certification.

If modifications must be made, the district will send out letters to parents/guardians, community, administrators, and board members to notifying them of the intent of the district to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program. This is especially important since the funding allocated for this grant will be based on the number of teachers and paras/aides/subs that participate in the program.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
 - ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

The district has outlined a process that will be utilized to recruit and select quality teachers to take part in the Grow Your Own, Pathway #1 Program. These teachers will be selected based on their perceived potential to receive their Masters Degree and provide students with Education and Training courses. This outline includes the following:

-The Process for Identifying Teacher Participants: Several factors will be considered when selecting teachers to participate in the program. To begin with, the district will first review the results of the teacher's last performance assessment. Priority will be given to teachers that demonstrate an overall Distinguished or Accomplished rating. Teachers that receive an overall proficient rating on their last performance assessment will also be considered as long as they received a Distinguished and/or Accomplished rating in any of the following areas: Goal Setting; Content Knowledge and Expertise; Communication; Managing Student Behavior; Classroom Culture; Classroom Environment, Routines, and Procedures; and Differentiation. Additionally, teachers that demonstrate a record of measurable student achievement and involvement in student organizations will also be selected for participation.

-Recruitment Strategy: Once the teachers have been preliminarily identified to take part in the program, the district will rank the teachers based on the following: Experience and Proficiency. A teacher will be able to obtain up to 25 points in each of these areas. Points for Experience can be earned based on years of experience, community and extracurricular involvement, and more. For Proficiency, the district will look at accomplishment of goals, classroom management, attendance rates, student grades, student pass rates, etc. These totals will be combined to rank teachers, with additional points to be provided for teachers that help to address the diversity of the teacher population in comparison to the student population.

-Memorandum of Understanding (MOU): Finally, teachers will be invited to take part in the program, based on their ranking. Teachers that agree to be a part of the program will be required to sign a MOU which will commit them to continue their employment with the district for a minimum of 4-years as a condition of receiving the stipend. The teacher will be informed that the MOU is a condition set forth by TEA. If the teacher cannot commit, another teacher will have to be selected.

Brooks County ISD (BCISD) is confident that the outlined process will help to ensure that the appropriate individual is selected to take part in the Program.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

he district has outlined a process that will be utilized to recruit and select quality paras, aides, and/or subs to take part in the Grow Your Own, Pathway #2 Program. These individuals will be selected based on their perceived potential to receive their Teacher Certification and Bachelors Degree. This outline includes the following:

-The Process for Identifying Participants: First, the district will review the results of their last performance assessment. Priority will be given to paras, aides, and/or subs that demonstrate a high-rating on their last performance assessment. This will include high-ratings in the following areas: communication; classroom support and interaction; student and self-discipline; quality of work; attendance; work production; and attitude towards work. Additionally, paras, aides, and/or subs that demonstrate a record of measurable student achievement and involvement in student organizations will also be selected for participation.

-Recruitment Strategy: Once the paras, aides, and/or subs have been preliminarily identified to take part in the Program, the district will rank them based on the following: Experience and Proficiency. Each of the candidates will be able to obtain up to 25 points in each of these areas. Points for Experience can be earned based on years of experience, attendance, community and extracurricular involvement, and more. For Proficiency, the district will look at classroom support and interaction, student and self-discipline, quality of work, work production, etc. These totals will be combined to rank the candidate with additional points be provided for candidates that help to address the diversity of the teacher population in comparison to the student population.

-Memorandum of Understanding (MOU): Finally, the candidates will be invited to take part in the program, based on their ranking. Paras, aides, and/or subs that agree to be a part of the program will be required to sign a MOU which will commit them to continue their employment with the district for a minimum of 4-years as a condition of receiving the stipend. The paras, aides, and/or subs will be informed that the MOU is a condition set forth by TEA and if the candidate cannot commit, another candidate will have to be selected.

BCISD is confident that the outlined process will help to ensure that the appropriate individual is selected to take part in the Program.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	2	X \$11,000 =	\$22,000
Number of teachers who are teaching Education and Training courses, but not for dual credit	0	X \$5,500 =	\$0
Number of high schools with existing Education and Training courses in 2018-2019	1	X \$6,000 =	\$6,000
Number of high schools without existing Education and Training courses in 2018-2019	0	X \$9,000 =	\$0
Total Request for Pathway 1			\$28,000

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	0	X \$5,500 =	\$0
Number of candidates pursuing both a bachelor's degree and a teacher certification	8	X \$11,000 =	\$88,000
Request for Pathway 2			8
Request for Pathway 1			2
Total Combined Request for Pathways 1 & 2			\$116,000

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Participants' Masters Degree tuition cost	\$20,000.00
Participants' Bachelors Degree tuition cost	\$80,000.00
CTSO teacher/student membership and conference participation costs	\$1,000.00
Program Implementation cost	\$8,481.00

SUPPLIES AND MATERIALS (6300)

Supplies and materials required to support instruction of the Education and Training courses	\$2,650.00
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Teacher/student travel costs associated with CTSO conferences	\$750.00
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs \$112,881.00

Should match amount of Total Request from page 8 of this application

Indirect Costs \$3,119.00**TOTAL AMOUNT REQUESTED**

\$116,000.00

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- The plan must include strategies to increase enrollment in each course each year.
- The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

The district developed a plan for enhancing the Education and Training courses that are offered to students seeking a career in the education field. These courses will include: Instructional Practices and Practicum in Education and Training. In addition, the district will develop a partnership with Coastal Bend Community College to offer dual-credit Instructional Practices and Practicum in Education and Training courses beginning the Fall of 2020.

Career Development, Counseling, and Support Opportunities for Students: As part of the plan, career development, counseling, and support opportunities will be provided to students. Students will first be offered the opportunity to take a career aptitude test. These tests will identify students that have an affinity for the education profession. Once these students have been identified, the Counselor will meet with the student to provide them with added information regarding the careers that are available; benefits and drawbacks they may encounter; growth opportunities; and more. Each student will be provided with information that details the educational requirements that they will need to meet in order to obtain a position as an educator. For students that are interested, the Counselor will assist them in identifying financial support which can assist them in obtaining the required education. Throughout their attendance at the high school, the Counselor will meet with them on a regular basis to provide them with added guidance and support. It will be the intent of the district to provide these participating students the opportunity to take part in as many dual-enrollment courses as possible. This will minimize the number of courses students are required to take after graduation and will expedite their entry into the teaching profession.

Growth of the FCCLA Program: The Career and Technical Education Student Organization (CTSO) that was selected by the district is the Family Career and Community Leaders of America (FCCLA). This selection was made because FCCLA's mission, "To promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through: character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation", is in line with the goal of the district. It is the intent of the district that a participating teacher will serve as the Chapter's Director. As the Director, he/she will be responsible for scheduling regular meetings, organizing the participants' trip to attend the annual conference, and assisting and providing guidance in the annual academic event. He/she will also be responsible for marketing the program and increasing membership.

Strategies to Increase Enrollment (Each Course/Each Year): To increase enrollment in the Education and Training Courses each year, the district will ensure that an educational booth is available for each college and career nights. This representation will help to ensure that students are constantly aware of the opportunities that are available each year. Additionally, to continue to increase enrollment, college and university will be

invited to attend attends the college and career workshops where they can include information pertaining to their teaching degree programs.

Recruitment and Selection of Teachers with Measurable Evidence of Student Achievement: The district will recruit and select teachers that have field experience and demonstrated a commitment to the school district. Additional factors will be considered when selecting teachers to participate in the program and could include: the results of the teacher's last performance assessment. Priority will be given to teachers that demonstrate an overall Distinguished or Accomplished rating. Teachers that receive an overall Proficient rating on their last performance assessment will also be considered as long as they received a Distinguished and/or Accomplished rating in any of the following areas: Goal Setting; Content Knowledge and Expertise; Communication; Managing Student Behavior; Classroom Culture; Classroom Environment, Routines, and Procedures; and Differentiation. Additionally, teachers that demonstrate a record of measurable student achievement and involvement in student organizations will also be considered for participation.

The district is confident that the outlined process will help to ensure that the appropriate individuals are selected to take part in the program.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- The plan must include marketing and recruitment strategies to increase student interest and persistence.
- The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

A plan has been developed that will be utilized to recruit students to participate in the Education and Training course sequence.

Profile of Students Targeted for Recruitment: Students that have expressed their interest in education or have demonstrated good leadership skills will be targeted. Also, due to the high percentage of Hispanic students that attend the district, the Brooks County ISD will target this student population for recruitment. This will help to increase the teacher diversity at each of the campuses. In addition, the district will also target students that are enrolled in advanced courses or excel in extracurricular activities, such as UIL. These students will be targeted due to their proven commitment and persistence.

Marketing and Recruitment Strategies: The district will begin a marketing campaign that will provide information to all students regarding the benefits of pursuing a career in the educational field. This will include the following information:

- Types of careers that can be pursued;
- Available positions in the district, county, and state;
- Average pay;
- Work schedule;
- Holidays;
- Retirement and medical benefits; and more.

Additionally, previous graduates will be invited to visit the school to meet with the participating students. The graduates will be asked to provide examples of how a teacher affected their life choices and were able to provide them the support they need.

How Leadership and Staff will Motivate Students: The district's marketing plan will help to ensure that the students are aware of the benefits of pursuing a career in education. This will include the positive impact they

can have on others, summer and holidays off, high number of jobs available in the education field, and more. This will help to ensure that student **interest** in the education career field increases.

To increase **persistence**, the counselors at Falfurrias High School will meet with participating students to identify how they are progressing with the Education and Training courses. The counselor will be available to answer any questions that the student has regarding the courses and the teaching profession. This will help to increase interest in the courses. In addition, the district will provide students the opportunity to shadow a highly-qualified teacher. This will allow the student the opportunity to observe firsthand the impact that the teachers can make on an individual that is struggling.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

The district will develop a partnership with Coastal Bend Community College to provide a course of study that enables participating students to combine high school and college-level courses during grade levels 9 through 12. These courses will include dual-credit Instructional Practices and Practicum in Education and Training courses, as well as, additional core area courses that will be required of students that are seeking to obtain a degree in the educational field.

Explanation of Dual-Credit Partner Partnership: The district will ensure that high-qualified teachers are utilized to conduct the dual-credit classes in an appropriate manner. Coastal Bend Community College will offer the Education and Training dual-credit courses to students, as well as, other courses that will be necessary for participants to obtain a degree in education and obtain their teaching certification. This is ideal for the district since their goal will be to have students obtain as many as 60 college credits by the time they graduate. Brooks County ISD's high school campus will focus on providing Education and Training and core area dual-credit courses for its participating students. These courses will be transferable and will expedite the pace at which students obtain their Bachelor's in Education Degree. The district has established an articulation agreement with Coastal Bend Community College to allow students to earn college credits while enrolled Falfurrias High School. While attending the Falfurrias High School, students will be enrolled in dual-credit courses which will be free of charge and will include books, testing materials, tuition, TSI testing fees, etc.

Timeline to Develop Dual Credit Partnership: The district will meet with Coastal Bend Community during the Spring of 2019 to discuss the dual-credit education courses that are provided to students at Falfurrias High School. Since the district has a signed MOU with Coastal Bend Community College, the agreement will be reviewed to ensure that the courses, services, and supports that will be available to students through the Education and Training courses are detailed. This MOU will be signed by the authorizing officials and be effective the 2019–2020 school year.

Signed Letter of Commitment: At this time, a signed letter of commitment from Coastal Bend Community College has been included within this grant that indicates their agreement to establishing dual-credit course offerings.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

The district will develop a partnership with Texas A&M University-Kingsville, who will serve as the Educator Preparation Partner. The district will first meet with Texas A&M University-Kingsville to identify the minimum requirements needed for participants to be admitted into the Educator Preparation Program (EPP). During the meeting, costs for the program, included supplies, and provided supports will be discussed. Once an agreement has been established, the district will formalize this partnership by providing an MOU that details the agreed upon terms.

Explanation of Partnership for Training, Support, and Certification: All participants planning to enter the Educator Preparation Program (EPP) will initiate the pre-admission process in PEDG 2310. Pre-admission requirements have been embedded in PEDG 2310, so that, with the successful completion of the course, those requirements should be fulfilled. Toward the end of the semester, participants will complete the Initial Educator Preparation Program Admission Application. Participants will be notified if they have been admitted pending completion of PEDG 2310. Participants are required to formally accept the admission status through Tk20 survey. A syllabus for each pedagogy course (prefixes PEDG, READ, EACH and SPED) will be provided to each participant at the beginning of each course, and will be available through a department or faculty information web site.

EPP PHASE I and PHASE II: As participants complete PHASE I of the EPP (PEDG 3300 and block courses that are unique to each degree plan), all assessments for each participant are reviewed by a Candidate Performance Review Committee (CPRC) composed of 3 or 4 faculty members. For participant who has an "area of concern" indicated, the committee will determine a course of action. Every effort is made to work with the participants and to follow their progress to ensure there is improvement in that area.

Participants who successfully complete requirements for Phase I of the EPP are approved by the CPRC to progress to PHASE II and register for courses indicated in their degree plan. As participants continue through PHASE II, the review process is followed each semester until all PHASE II coursework has been completed, and the participant is approved to proceed to PHASE III (Clinical Teaching). Educator Preparation Program participants must maintain a minimum of 2.75 grade point average overall and in certificate field(s). In pedagogy courses (courses with prefixes PEDG, READ, EACH and SPED), and in the candidate's certificate field(s), participants must earn grades of "C" or better.

PHASE III - Admission to Clinical Teaching: In order to qualify for clinical teaching, the participant must be recommended by a CPRC Committee and have met the following requirements:

- Completion of coursework specified by his/her degree/certificate plan;
- A minimum grade point average of 2.75 on a 4.0 scale in: (a) all courses taken; (b) all courses taken in teaching fields or areas of specialization in interdisciplinary studies; and (c) all courses taken in Pedagogy, Reading, Early Childhood Education;

- Grade of "C" or better in each pedagogy course;
- Successful completion of all required field experience hours required in designated pedagogy courses beginning with PEDG 2310;
- Successful completion of 15 hours of field experience during the semester prior to student teaching with the MaST teacher to whom the student has been assigned as a student teacher; and
- A passing score on the appropriate content and PPR proficiency exams.

While in required courses, computer files for artifacts such as unit and lesson plans, a classroom management plan, proposed assessment procedures, and technology strategies will be archived for a final electronic portfolio project. Assessments of knowledge, skills, and dispositions will continue in didactic and field courses, using rubrics, scores, and grades as appropriate. Instructors in pedagogical courses will certify as to participants who have achieved the standards and sub-standards assigned to their courses. The Chair of each teaching field will verify that participants completing certification requirements have met the standards and sub-standards of the specified courses.

The CPRC will review the coursework and archived assessment artifacts to determine if a participant will be considered for enrollment in Clinical Teaching after his/her application has been completed. Any participants found with deficiencies will be informed of their ineligibility for clinical teaching and under what conditions re-application would be considered. To appeal any action by this Committee, the participant may appeal to the Dean of the College of Education and Human Development.

Review for Certification: With successful completion of clinical teaching and all required coursework, the CPRC will provide oversight to a review of each participant's portfolio. This portfolio will include the assessment file from student teaching.

The assessment file will include evaluations of teaching effectiveness by the principal and teacher(s) supervising the participant's clinical teaching. The MaST Coordinator and instructor(s) will submit an evaluation of dispositions for the participant, along with the course grade and artifacts. An evaluation of substantial mastery of standards and sub-standards stipulated for clinical teaching will be made by the supervising instructor(s) and the participant.

OPTIONAL Shared Services Arrangement (SSA)

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

Fiscal Agent	County-District Number
Brooks County ISD	024-901

Member LEA	County-District Number

TEXAS A&M UNIVERSITY-KINGSVILLE

An Agreement to Offer Dual Enrollment for Brooks County Independent School District

This Memorandum of Understanding ("MOU") is hereby entered into by and between Texas A&M University-Kingsville, a member of The Texas A&M University System, an agency of the State of Texas (hereinafter called "University"), acting by and through its President and the Brooks County Independent School District, a Texas political subdivision (hereinafter called "District"), acting by and through its Superintendent.

Definition of Dual Enrollment

Selected high school students matriculate at community colleges, junior colleges, and/or universities for freshman and sophomore college level courses. These courses are used by the student to satisfy course requirements for high school graduation. These same course credits may be used to satisfy university curriculum requirements of the student's undergraduate major.

Goals

- Provide students with more access to rigorous course work while in high school.
- Make higher education more accessible, affordable and attractive by bridging the divide between high school and college in a physical place.
- Prepare students for college and social expectations.
- Facilitate the transition of motivated students to higher education.
- Provide needed guidance, support, and remediation services for both high school and college curricula.
- Demonstrate new ways of integrating levels of schooling to better serve the intellectual and developmental needs of young people.

Duties of the University:

- Ensure that the University course requirements are followed;
- Collaborate with the District on building plans and funding arrangements for future agreed space;
- Provide the enrolled dual enrollment students with ID cards at no charge. Student ID photo must be provided by District.
- Allow the enrolled dual enrollment students the same access to instructional and certain non-instructional resources available on the University campus including, but not limited to the use of the library, computer labs, study rooms, science labs, tutoring, bookstore and food or lounge areas, and
- Collaborate with District officials on all matters pertaining to student responsibilities, rights, discipline and insurance.

Duties of the District:

- Collaborate with University officials in the design and execution of challenging and innovative instructional programs, scheduling of classes; recruitment of eligible students; program evaluation and marketing of the partnership.
- Collaborate with the University leadership team in interpretation and application of research evaluation findings, both student outcomes and process evaluation data, for improvement of the dual enrollment program.
- Collaborate with the University to fulfill all partnership guidelines in the offering of dual enrollment classes.
- Collaborate and contribute information with the University to fulfill all the requirements for the Southern Association of Colleges and Schools (SACS) and Texas Higher Education Coordinating Board and other agencies as necessary.
- Provide necessary instructional resources to assist students.
- Collaborate with University officials on all matters pertaining to student responsibilities, rights, discipline, and maintain appropriate insurance as required.

SECTION 1: **ELIGIBLE COURSES**

Courses offered for the dual enrollment program by the University are approved in the undergraduate course inventory of the University. The University agrees to offer the District a cadre of only freshman and sophomore (1000 and 2000) level courses to eligible students. These courses will consist of core curriculum and foreign language dual enrollment courses only. District students applying to enroll in university courses must meet the university's dual enrollment guidelines as outlined under **Section 3: Student Eligibility** of this agreement.

SECTION 2: **COURSE TRANSFERABILITY**

Academic dual credit may be applied towards the core curriculum or to other specific degree program requirements of an academic associate's degree or baccalaureate degree at Texas public higher education institutions. However, transferred credits are not guaranteed to count towards a specific degree program. Some public institutions may award elective credit instead.

In some instances, an institution may choose not to award transfer credit for academic courses taken in dual credit programs. If a student knows which institution they plan to attend after high school, they should seek guidance from an advisor at that institution.

Information regarding course transferability will be provided to participating students each semester by the high school. This information can be found on the Student Guidelines form that the University provides the high school as part of a student's registration packet.

SECTION 3: **STUDENT ELIGIBILITY**

Upon mutual agreement, the University in collaboration with the District counselors and/or administration will assist with enrollment and registration at least once per semester (Fall, Spring, Summer I, and Summer II) for all students who are qualified and wish to enroll in academic dual credit courses. Students must meet the same requirements and pre-requisites as all college students for college classes. To be eligible, students must meet the criteria required by the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, ("hereinafter TAC 19, Pt. 1, Ch. 4"), Rule §4.85 (b).

An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, ("hereinafter TAC 19, Pt. 1, Ch. 4"), Rule §4.85 (b).

(A) Students must submit a complete dual enrollment registration packet by the designated deadline each semester. The required packet documentation and deadline can be obtained from the high school counselor and/or the University Dual Enrollment advisor/coordinator.

(B) The high school principal or high school counselor must recommend the student and sign the Dual Enrollment Registration/Permission Form.

(C) Once a student is admitted and registered into the dual enrollment program at the University, they are expected to maintain a level of scholastic achievement that allows them to meet the grade requirements for continued enrollment at the University. Students who fail to maintain the minimum requirements as outlined under **Section 6: Student Minimum Grade Requirements** in this agreement, they will be evaluated to determine a suitable placement by the University and the District.

SECTION 4: **ADMINISTRATION OF STATEWIDE INSTRUMENTS**

The District must administer the Texas Success Initiative (TSI) college placement exam to all students to assess college readiness and to enable students to begin college courses based on their performance as soon as students are able and willing. As collaboration, the District will become a TSI Assessment testing site if not already designated as one. Additionally, the University will assist the District in the administration of the TSI college placement exam on an as-needed basis.

SECTION 5: **STUDENT CONDUCT**

Students are required to adhere to University regulations regarding facilities and equipment usage, University and District codes of conduct and policies, and are subject to appropriate action taken by the District and the University.

Students who violate the University code of conduct shall be removed from the dual enrollment program and be returned to complete their high school requirements at their "home school."

SECTION 6: **STUDENT MINIMUM GRADE REQUIREMENT**

Once admitted, the minimum grade point requirement for students who are considered to be making satisfactory academic progress is a 2.0 cumulative institution grade point average.

Scholastic Probation

Students will be placed on scholastic probation any time their cumulative institution grade point average at A&M-Kingsville falls below 2.0. Such students are required to complete an Early Intervention Contract with the assistance of their high school counselor and dual enrollment advisor at the University. Students who have been placed on scholastic probation will be removed from such probation at the conclusion of the semester or summer term at this university when they have achieved a 2.0 cumulative institution grade point average.

Enforced Withdrawal

Students who have been placed on scholastic probation or enforced withdrawal, and who fail to achieve the minimum cumulative institution grade point average during the next long semester, will be placed or will remain on enforced withdrawal. Such students will have the opportunity to complete a Dual Enrollment Readmission Request Form with the assistance of their high school counselor and dual enrollment advisor at the University. This request will be reviewed, and a final decision will be made by the Associate Vice President for Student Success. Students who have been placed on enforced withdrawal will be removed from such probation at the conclusion of the semester at this university when they have achieved a 2.0 cumulative institution grade point average.

Removal of Enforced Withdrawal Status by Summer Study

Students placed on enforced withdrawal at the end of the spring semester are eligible to attend the subsequent summer session. Such students are required to complete an Early Intervention Contract with the assistance of their high school counselor and dual enrollment advisor at the University. If the student achieves a cumulative institution grade point average of 2.0 or higher at the conclusion of the summer terms, the enforced withdrawal status will be removed.

SECTION 7: **LOCATION OF CLASS**

Dual enrollment classes will be taught on the University campus and/or at facilities provided by the District, with proper enrollment in a course, and with prior approval from the University.

For any classes taught electronically (*hybrid only), the University shall comply with applicable rules and procedures relating to Distance Education and Off-campus Instruction and with the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter Q, Approval of Off-Campus and Self-Support Courses and Programs for Public Institutions.

*Hybrid courses can only be at the recommendation of the University.

SECTION 8: **STUDENT COMPOSITION OF CLASS**

Dual enrollment courses may be composed of dual credit high school students and regular college students.

SECTION 9: **INSTRUCTIONAL CALENDAR, COURSE SCHEDULE, AND ATTENDANCE**

The dual enrollment coordinator at the University will establish an instructional calendar each semester that is consistent with the mutual needs and requirements of both parties. Requirements include, but are not limited to:

- 45 Contact Hours
- University deadlines (payment, finals, registration, drop/withdraw, etc.)
- High School closures for staff/development, holidays, etc.
- University closures for holidays

All course requests (course, instruction time/days, etc.) made by the District must be reviewed and approved by the dual enrollment coordinator and appropriate academic college at the University. The lecture for any dual enrollment course will only take place during the time agreed on by the University and the District. Any high school supplemental work (EOC preparation, TEKS, etc.) must take place outside of the scheduled dual enrollment lecture time.

Also, any and all changes to the course schedule (change of time, day, cancellation, etc.) at the District must be reviewed and approved by the dual enrollment coordinator and appropriate academic department at the University.

Note: No course request submitted by the District to the University is guaranteed and will only be offered if:

- Final enrollment for the requested course(s) totals at least 10 qualifying students*, and/or
- The University is able to secure an instructor to teach the course(s).

*Low enrollment requests for a course with less than 10 qualifying students must be approved by the appropriate academic college, and approval is not guaranteed.

Students are required to maintain regular and punctual attendance in class and laboratories to meet the required number of contact hours per semester. Therefore, absences, dismissal of classes, and early release (except in emergency, inclement weather, or days otherwise approved by the University), are in violation of the MOU.

SECTION 10: **FACULTY SELECTION, SUPERVISION, EVALUATION AND EMAIL**

The University is responsible for collaborating with the District to assign faculty for the dual enrollment courses. However, the University shall select instructors of all dual credit courses. Classes will be taught by regular teaching faculty who are employed by the University and meet the same standards and approval procedures used by the University in selecting faculty for teaching courses. The University will supervise and evaluate instructors of dual enrollment courses using the same or comparable procedures used for regular teaching faculty.

In some cases, an off campus dual enrollment course may be taught by the high school teacher/district employee meeting the same standards (including minimal requirements of the Southern Association of Colleges and Schools) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college.

All District high school teachers/district employees hired to teach Dual Enrollment courses will be employees of the University. Each year, staffing needs will be assessed to determine campus priorities. Each staff member and faculty member will be selected, supervised and evaluated as outlined by the employee's institution. All instructors assigned to teach dual credit courses for the University will be assigned a university email address once they have been hired.

As per University policy, all official university e-mails must be sent from and will be sent to their assigned e-mail ending in @tamuk.edu. Faculty can contact the iTech Help Desk for activation instructions (361) 593-4357. Once an instructor is hired, they will no longer receive emails including important university information to any other e-mail outside of their University e-mail account.

SECTION 11: **COURSE CURRICULUM, INSTRUCTION, AND GRADING**

Dual enrollment courses will include the equivalent curriculum, materials, instruction, and method/rigor of student evaluation as regular college level courses taught at the University. These standards will be upheld regardless of the student composition of the class.

Letter grades will be issued by the University's Dual Enrollment Office at the midsemester point to the District, culminating with a letter and numerical grade at the end of the semester.

Grades, with numerical values corresponding to these letters, are recorded as follows:

A, 90-100

B, 80-89

C, 70-79

D, 60-69

F, below 60

I, Incomplete: given to a student who is passing but has not completed a term paper, examination or other required work. The instructor and the student are required to complete the standard university contract form for each course in which the temporary grade of I has been assigned. A copy of the contract must be submitted to the Registrar's Office by the instructor no later than the date grades are due. The grade of I will be used only to allow a student who has encountered some emergency such as illness or an accident an opportunity to complete the requirements for a course. A grade of I reverts to a grade of F one year from the close of semester/term in which the grade was originally recorded if the course requirements have not been satisfied. Grade of an "I" will be assigned by the Office of the Registrar upon receipt of the I Contract.

Q, Dropped: given when a student has officially dropped or withdrawn from the university before or on the date indicated on the official university academic calendar for an automatic Q, regardless of student's standing in class.

SECTION 12:
TEXAS EDUCATION CODE – SECTION 51.917.
FACULTY MEMBERS; USE OF ENGLISH.

(a) In this section:

- (1) "Institution of higher education" has the meaning assigned by Section 61.003 of this code, but does not include a medical or dental unit.
- (2) "Faculty member" means a person who teaches a course offered for academic credit by an institution of higher education, including teaching assistants, instructors, lab assistants, research assistants, lecturers, assistant professors, associate professors, and full professors.
- (3) "Governing board" has the meaning assigned by Section 61.003 of this code.

(b) The governing board of each institution of higher education shall establish a program or a short course the purpose of which is to:

- (1) assist faculty members whose primary language is not English to become proficient in the use of English; and
- (2) ensure that courses offered for credit at the institution are taught in the English language and that all faculty members are proficient in the use of the English language, as determined by a satisfactory grade on the "Test of Spoken English" of the Educational Testing Service or a similar test approved by the board.

(c) A faculty member may use a foreign language to conduct foreign language courses designed to be taught in a foreign language.

(d) This section does not prohibit a faculty member from providing individual assistance during course instruction to a non-English-speaking student in the native language of the student.

(e) Repealed by Acts 2011, 82nd Leg., R.S., Ch. 1083, Sec. 25(15), eff. June 17, 2011.

(f) The cost of such English proficiency course as determined by the coordinating board shall be paid by the faculty member lacking proficiency in English. A faculty member must take the course until deemed proficient in English by his or her supervisor. The cost will be deducted from said faculty member's salary.

Added by Acts 1989, 71st Leg., ch. 975, § 1, eff. Sept. 1, 1989.

Amended by:

Acts 2011, 82nd Leg., R.S., Ch. 1083 (S.B. 1179), Sec. 25(15), eff. June 17, 2011.

SECTION 13:
PROFESSIONAL DEVELOPMENT

The District and the University shall provide opportunities to collaborate through planning, teaching, and professional development. The District will provide common planning time for instructional faculty and other appropriate staff, including school leaders and, when possible, higher-education faculty.

Support service staff such as career counselors, advisors, Title V, TRiO and Upward Bound staffers will be encouraged to network with faculty and institutional leaders for development and coaching opportunities as well.

Teacher mentoring and professional development through AVID (Advancement Via Individual Determination) training will be made available. When possible, the University shall participate and create professional development opportunities for faculty, including adjunct and dual credit/enrollment faculty trainings at least once a year.

SECTION 14: **ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES**

Regular University academic policies will apply to dual enrollment courses. These policies include but are not limited to, class attendance, FERPA, the appeal process for disputed grades, drop policy, the communication of grading policy to students, the syllabus distribution schedule, etc. Each dual enrollment student will be provided a copy of the "Dual Enrollment Student Guidelines".

When a student signs their Dual Enrollment Registration Form, they confirm that they have read the Dual Enrollment Student Guidelines and that they understand and will comply with all dual enrollment and university requirements, policies, procedures, restrictions, and deadlines.

Dual enrollment students will be eligible to utilize the same or comparable support services that are afforded college students on the main campus. The college is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.

Disability Resource Center – Standard Operating Procedures

The University Disability Resource Center provides accommodation services to university students who have documented disabilities. It is important to note that academic accommodations available at the college level differ from those available at the high school level.

Students participating in the Dual Credit Program at the University must follow the same registration process as their undergraduate students when requesting disability services. The registration process is found online at www.tamuk.edu/drc or via the quick links on the university's webpage.

It is the responsibility of the student to provide documentation which verifies that the student's condition meets the definition of a disability as defined by applicable laws (i.e., Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008). Federal Law requires that requests for services for student with disabilities be considered on an individual, case-by-case basis.

SECTION 15: **BACTERIAL MENINGITIS VACCINATION REQUIREMENT**

In accordance with Texas Education Code Section 51.9192, it is required that all new students, and returning students (who have had a fall or spring semester break in their attendance at an institution of higher education) that are physically taking courses on our campus provide proof of a bacterial meningitis vaccination or booster 10 days prior to the first class day of the entering semester.

Without the evidence of vaccination, a student cannot attend classes. Students who do not provide the evidence of vaccination will not be allowed to attend classes and their registration request will not be processed.

SECTION 16: **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. The student must submit a FERPA Authorization Release Form indicating the individual(s) that can have access to their University academic records at the university.

The university will only accept the original form, and a copy, fax, and/or email will not be accepted.

Notification of Rights under the Family Educational Rights and Privacy Act (FERPA): Information collected about you through your dual enrollment application may be held by any institution of higher education to which you apply. With few exceptions, you are entitled on your request to be informed about the collected information.

Under Sections 552.021 and 552.023 of the Texas Government Code, you are entitled to receive and review the information. Under Section 559.004 of the Texas Government Code, you are entitled to correct information held by an institution that is incorrect. You may correct information held by any institution to which you apply by contacting the institution's Public Information Officer. The information that is collected about you will be retained and maintained as required by Texas records retention laws (Section 441.180 et seq. of the Texas Government Code) and rules.

Different types of information are kept for different periods of time.

SECTION 17: **STUDENT DIRECTORY INFORMATION**

Upon enrolling in a dual credit/enrollment course, appropriate student's information will become part of the student's directory information and may be subject to the Texas Public Information Act.

SECTION 18: **REGISTRATION AND FINANCIAL HOLDS**

A registration hold will be placed on all dual enrollment students once they are admitted. This hold will remain on a student's account since the dual enrollment office facilitates all initial admission and registration decisions. Students at no point in time will be allowed to register online on their own since the dual enrollment office must verify their eligibility in order to process a request.

A financial hold will be placed on a student's account by the Business Office at the University for any unpaid balance. A student will not be allowed to register for future semesters until all balances are paid in full.

Final numerical grades will still be submitted each semester to be applied to the student's high school transcript by the appropriate office within the District. However, a student will not be able to obtain an official college transcript or register until all balances have been paid in full.

SECTION 19:
STUDENT UNIVERSITY EMAIL ADDRESS

Students will be assigned a university email address once they have been registered for their first semester with the dual enrollment program. As per University policy, all official university e-mails will be sent to their assigned e-mail ending in @students.tamuk.edu. Students can obtain instructions on how to do activate their account from their high school counselor or from the dual enrollment office at the University. Once a student's email address is assigned, they will no longer receive emails regarding your courses, grades, registration, status, or other important university information to any other e-mail outside of your University e-mail.

SECTION 20:
WITHDRAWING/DROPPING A DUAL ENROLLMENT COURSE(S)

Undergraduate students who completed a high school program, or the equivalent, and entered a Texas public institution of higher education for the first time on or after the fall semester of 2007 are subject to the requirements of SB 1231.

Beginning with the 2007-2008 academic year, undergraduate students subject to SB 1231 will be permitted only six (6) nonpunitive drops during their undergraduate studies. Therefore, drops falling under SB 1231 annotated on official transcripts received from other colleges and/or universities, will be transferred to the University for the purpose of maintaining the number of drops accumulated by the student. For additional information on drops subject to SB 1231, refer to the section of the catalog titled "Academic Regulations" under the sub-title of "Dropping a Course."

Since dual enrollment students have not completed their high school program, or the equivalent, this does not apply to them. However, once they are admitted into an institution of higher education after high school graduation, they will be subject to the requirements of SB 1231.

Should it become necessary to drop a dual credit course or withdraw from all registered dual credit courses, the student with the assistance of their high school principal or counselor is required to submit the appropriate add-drop form to the dual enrollment office and meet university policies and deadlines.

If students decide to withdraw or drop, they shall return to their "home school" and follow the District guidelines and deadlines set forth for high school graduation.

Failure to submit the appropriate documentation to drop a course or withdraw from the program by the published deadlines and/or if a student does not complete a course may result in the student receiving an "F" for the course(s) they are enrolled in.

SECTION 21:
TRANSCRIPTING OF CREDIT AND
OBTAINING AN OFFICIAL UNIVERSITY TRANSCRIPT

High school and University credit will be transcribed immediately upon the student's completion of the performance required in the course. Transcribing of college credit will be the responsibility of the University and transcription of high school credit will be the responsibility of the District. The District will determine how the college grades will be recorded in the high school transcript for GPA and ranking purposes. High School transcript grading decisions including those affecting High School GPA are made according to the District board policy. The District will ensure parents are aware and knowledgeable of the decision made by the district concerning this matter.

Students can request an official university transcript by completing the required transcript request form that can be obtained by contacting the University's dual enrollment coordinator. This form will need to be filled out as well as signed and dated by the student. The completed form can be:

- **Mailed to:**
Office of the Registrar
Texas A&M University-Kingsville
1050 W. Santa Gertrudis Ave, MSC 105
Kingsville, TX 78363
- **Faxed to:**
(361) 593-2195
- **Or, Scanned and Emailed as an attachment to:**
registrar@tamuk.edu

SECTION 22:
FUNDING

Both the District and University may report credit hours for funding purposes for dually enrolled students, subject to the rules of the State Board of Education and the Board. The University will report the credit hours for all students enrolled in dual enrollment courses, and may only claim funding for core curriculum and foreign language dual credit courses.

SECTION 23:
TUITION, FEES, and TEXTBOOKS

Payment for dual enrollment courses will be made by the District by requisition or individual student payment.

University courses taken by District students will be charged a rate pronounced in Addendum A. In addition, university reinstatement fee, 3-peat fees, and/or lab fees may apply. The cost of books and supplemental material is not included in the tuition rate.

Textbooks and supplemental materials, including, but not limited to, departmental course software for all dual enrollment courses will be the responsibility of the student or may be provided by the District.

Textbooks and supplemental materials, including, but not limited to, departmental course software purchased for dual enrollment college courses taught as part of the District academic program may be used for at least 2 years from the date of purchase, as agreed upon by the University, but is subject to the academic freedom policies of the

University. When the textbook is no longer available from the publishing company or if the textbook is for a technology-based course, the District and/or student is responsible for purchasing new textbooks.

The University will work with the District to minimize the impact of textbook purchases. Textbooks, supplemental materials, equipment, consumables and course-related software required for dual enrollment courses may be purchased at the bookstore or other approved vendors by the District. ISBN numbers for textbooks are listed on the syllabi of all courses. Textbooks must be college level texts approved by the appropriate academic department at the University.

Textbook and supplemental material costs for all dual enrollment courses will be the responsibility of the student or may be provided by the District. Textbooks must be college level texts approved by the appropriate academic department at the University.

SECTION 24: **TRANSPORTATION & PARKING PERMITS**

Transportation to and from the University campus will be provided by the District. Pick up and drop off areas will be determined by the University.

Dual enrollment students who bring their own personal vehicles to the University campus will be responsible for purchasing a parking permit.

SECTION 25: **MEDIA AND PUBLIC RELATIONS**

Media and public relations regarding the District will be managed according to District and University protocols.

SECTION 26: **USE OF UNIVERSITY NAME**

The District acknowledges that the University owns the trademark and all other rights in the name "Texas A&M University-Kingsville" (the "University Name"). The University grants the District a nonexclusive, nontransferable license to use the University Name in connection with the District, subject to the right of the University, upon request, to review and approve such uses.

The University does not grant any rights or licenses to the District to any University trademark, service mark, name, or logo other than the University Name unless provided in a separate license agreement between the parties. The University may extend or revoke this license at any time for any or no reason, in its entirety or as to particular uses of the University Name by the District.

The District may not: (a) use any colorable imitation or variant form of the University Name; (b) take any action that would bring the University Name into public disrepute; (c) take any action that would tend to destroy or diminish the University's goodwill in the University Name; or (d) challenge, contest, impair, invalidate, or take any action tending to impair or invalidate the University's rights in the University Name. The District shall copy the University on all press releases and other public communications regarding the District.

SECTION 27: **EXPENSES**

Except as specifically provided in this MOU, each party shall bear its own costs and expenses incurred under this MOU without expectation of reimbursement from the other parties.

SECTION 28: **EVALUATION**

The District and the University will develop a plan for the evaluation of the District program to be completed each year that will include, but not be limited to, attendance and retention rates, GPA of high school-credit only courses Texas Success Initiative (TSI) (e.g. TSI Assessment), in addition to student results on the state accountability assessments (STAAR/EOC), college courses, satisfactory progress in college courses, and success indicators of graduates at Texas public institutions of higher education (e.g., participation rates, grade point average, retention rates and graduation rates), and adequate progress toward the college-readiness of the students in the program.

SECTION 29: **SAFETY**

If any student, instructor, or administrator should experience an accident or sudden illness while on the premises of the District or the University; the response to such incidents will be based upon the guidelines, and operational procedures of the District and University regulations as well as other agreements between the District and University that have been executed for specific issues. Upon mutual agreement, the University may require the District to provide District staffing or security personnel, when requested by the University, for any classes taught by the higher education instructors at the District or at the University.

SECTION 30: **IDEMNIFICATION**

To the extent authorized by law, in consideration of the performance of all parties of this MOU (University & District), each party (the "Indemnifying Party") does hereby agree to indemnify and hold harmless all agents, servants and employees of the other parties from and against any and all claims and liabilities from any acts or omissions of the Indemnifying Party, its agents, servants, or employees, in the performance of this MOU, except that no party shall indemnify the others for claims or liabilities arising solely from the negligence, act or omission of the other parties.

SECTION 31: **INSURANCE**

The University and District shall each assess the risks that it may incur as a result of its operations under this MOU, and, as it deems appropriate and prudent, at its own expense either obtain liability insurance or self-insure against such risk. Neither party is relieved of any liability or other obligations assumed under this MOU by reason of its failure to obtain or maintain insurance in sufficient amounts, duration, or types.

SECTION 32: **SEVERABILITY**

If any clause or provision of this MOU is determined to be illegal, invalid, or unenforceable under present or future laws effective during the term of this MOU, including any renewals, then in that event it is the intent of the parties hereto that the remainder of this MOU shall not be affected thereby, and it is also the intent of the parties to this MOU that in lieu of each clause or provision of this MOU that is illegal, invalid or unenforceable, there be added as part of this MOU a clause or provision as similar in terms to such illegal, invalid or unenforceable clause or provision as may be possible and be legal, valid and enforceable.

SECTION 33:
NON-DISCRIMINATION

Any discrimination by any party or their agents or employees on account of race, color, sex, age, religion, disability, or national origin in relation to the performance of any obligations or duties under this MOU is prohibited.

SECTION 34:
FORCE MAJEURE

No party to this MOU shall be required to perform any term, condition, or covenant in this MOU so long as performance is delayed or prevented by force majeure, which shall mean acts of God, strikes, lockouts, material or labor restrictions by a governmental authority, civil riots, floods, and any other cause not reasonably within the control of that party and which by the exercise of due diligence such party is unable, wholly or in part, to prevent or overcome. If by reason or force majeure, a party is prevented from full performance of its obligations under this MOU, written notice shall be provided to the other parties within three days.

SECTION 35:
PUBLIC INFORMATION

Each party acknowledges that the other is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this MOU, as well as any other disclosure of information required by applicable Texas law. Upon either party's written request, the other shall provide specified public information exchanged or created under this MOU to which the requesting party has a right of access that is not otherwise accepted from disclosure under Chapter 552, Texas Government Code, to the requesting party in a non-proprietary format reasonably acceptable to the requesting party.

SECTION 36:
TEXAS LAWS TO APPLY

This MOU shall be constructed under and in accordance with the laws of the State of Texas. Nothing in this MOU waives or relinquishes either party's right to claim any exemptions, privileges, and immunities as may be provided under Texas Law.

SECTION 37:
AMENDMENT, RENEWAL AND TERMINATION OF AGREEMENT

The parties to this MOU understand that it may be necessary to amend and modify this MOU from time to time in order to address additional concerns or issues that arise as the program progresses. However, no amendment, modification, or alteration of the terms of this MOU shall be binding unless the same be in writing, dated subsequent to the date hereof and duly executed by an authorized representative of the parties hereto.

This agreement shall commence with the Fall 2018 semester and will expire at the end of the Summer 2019 terms.

The University and the District reserve the right to terminate this agreement upon service of written notice to the other party 90 days prior to the date of termination. In this event, the date of termination will be the day after the end of the semester during which the 90 day period expires.

ADDENDUM A

(Please initial each item listed and sign.)

MR
MR

I have read, understand, and approve all items noted on pages 1-13 of this MOU agreement.

Completion and submission of a student's registration packet does not guarantee registration for courses and/or admittance into the Dual Enrollment Program at the University and is separate from admission to the university as an undergraduate. In order to be considered for undergraduate freshman admission once a student graduates high school, they must complete an application on ApplyTexas.org and submit a nonrefundable application fee.

MR

The Business Office at the University will submit an invoice each semester to the District for the following tuition and fees (listed in the table below) per student. The invoiced balance must be completely paid within 30 days of the invoiced date.

If a purchase order is required by your high school/district for payment, it must be submitted to the Business Office at the University no later than 5:00 p.m. on the 12th class day (Census Date). Please refer to the Dual Enrollment Instructional Calendar provided to the District for official Census Dates each semester.

The purchase order can be emailed to Dorine Gonzalez at Dorine.Gonzalez@tamuk.edu

The District requests that the invoice be submitted to the following individual(s):

Name: Diana Sheeran Name: Alissa Sanchez
Please Print Please Print

Email: dsheeran@brooks Email: asanchez@brookscountyisd.
Please Print countyisd.net Please Print net

Phone: 361.325.8086 Phone: 361.325.8015

Tuition & Fees				
Hours	Tuition	Designated Tuition	University Services Fee	Total
1	25.00	7.50	7.50	40.00
2	50.00	15.00	7.50	72.50
3	75.00	22.50	7.50	105.00
4	100.00	30.00	7.50	137.50
5	125.00	37.50	7.50	170.00
6	150.00	45.00	7.50	202.50
7	175.00	52.50	7.50	235.00
8	200.00	60.00	7.50	267.50
9	225.00	67.50	7.50	300.00
10	250.00	75.00	7.50	332.50
11	275.00	82.50	7.50	365.00
12	300.00	90.00	7.50	397.50
13	325.00	97.50	7.50	430.00
14	350.00	105.00	7.50	462.50
15	375.00	112.50	7.50	495.00
16	400.00	120.00	7.50	527.50
17	425.00	127.50	7.50	560.00
18	450.00	135.00	7.50	592.50

3-peat Fee: A \$100 per semester credit hour fee will be assessed after the 20th class day (15th for summer sessions) of the semester for attempting a class for the third and subsequent times.

Total does not include course fees that may vary per course (\$0- \$200 maximum).

Dr. G. Allen Rasmussen 5-8-18
Date
Provost, Texas A&M University-Kingsville

Dr. Maria Rodriguez Casas 7/16/18
Date
Superintendent, Brooks County ISD



Brooks County Independent School District

P.O. Box 589 * Falfurrias, Tx. 78355 * 361-325-8000 * Fax: 361-325-1913 * <http://www.bcisdistrict.net>

Servando Guerra
Board President

November 6, 2018

Mike Morath,
Commissioner of Education
Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78701-1494

Re: Grow Your Own Grant

Dear Commissioner Morath:

As the Board President of Brooks County ISD, I, Servando Guerra provide my support for the Grow Your Own Grant.

I understand the great benefit this grant opportunity can have on the students' educational attainment and the teaching profession as a whole; therefore, I believe our district will be committed to ensuring that the Grow Your Own Program is a success.

Based on my experience as an elected board member, I am aware that the district is challenged in employing and retaining highly-qualified teachers. Therefore, the need to grow the education career cluster is a priority, not just in the district, but throughout the state.

I provide my support for Brooks County ISD's grant-related activities which will include:

- Providing support and guidance to instructional participants from peers, instructors, and administration;
- Identifying students who show an interest in the teaching profession; and
- Enrolling students in the education and training courses.

"United to Achieve Excellence in Education"

The outcomes we intend to achieve include:

- Elevating the perception of the teaching profession held by high school students currently in the stages of choosing their career path;
- Closing the gap between the students and teachers as a result in changes in demographics of the student population; and
- Increasing the amount of highly-qualified educators in the area.

Based on all the assistance and benefits our instructional participants will receive if the grant is awarded, I, on behalf of Brooks County ISD, wholeheartedly supports the Grow Your Own Grant and will make every effort to ensure the success of our educators and students who will be impacted by this funding, now and in the future to come.

Sincerely,

Servando Guerra/Board President
Name/Title

Servando E. Guerra
Signature

11-6-18
Date